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those portions best seen by all the pupils when in their seats. Immediately on the assembly of the class, nine pupils should be directed to answer one, two, three, etc. In small classes fewer pupils may thus be assigned. The regular lesson is pursued. In the middle of the period, the pupils' blackboard work may be corrected by the teacher or pupils, or by the teacher and pupil, one marking, the other reading. Thus a twofold impression is made through eye and ear upon the mind of the whole class. At the same time nine pupils have had the best kind of testing of their knowledge. Nearly half of the recitation period is left for sight translation or detailed study of the next lesson. It would be a great boon to Latin teaching if some method could be adopted that would lead teachers to spend more of the time in the classroom in teaching, and less in examining the pupils.

GIRLS' LATIN SCHOOL, Baltimore. MARY E. HARWOOD.

Cicero of Arpinum. By E. G. Sihler. New Haven. Yale University Press (1914). Pp. xi + 487. \$2.50.

In this volume, whose dedication to Professor Tyrrell is referred to by the distinguished Ciceronian as an honor conferring "the very highest distinction", Dr. Sihler divided the story of Cicero's life into twenty-one chapters with attractive titles. His method is not only chronological, but annalistic; from B.C. 91 on, the chapters are subdivided into sections containing each the events of a single year. Page-headings also afford welcome guidance as to the progress of the narrative.

These immediately apparent virtues in form prompt the lover of Cicero to look to Dr. Sihler's book for an unusually intimate and sympathetic account of the orator's life and times. It is a disappointment that the expectation is not wholly realized. There are unfortunate weaknesses in the work which will keep from the greatest degree of usefulness its patiently collected wealth of data. One is linguistic; Dr. Sihler's language sounds like acquired English, and the individual word or phrase often distracts the reader's attention. Another is stylistic, and prompts a similar comment. The third is more serious, and may be described by saying that the work lacks relief; the more significant and the less significant fact are presented with too nearly the same emphasis, the tone is too unvarying, and the attention of the reader is not aided or stimulated. This makes the book unusually hard to read. Dr. Sihler's reputation gives us leave to presume that all the facts are set before us, and accurately, but a greater subordination, or even the omission, of many of them would have made his book more valuable as an appreciation of Cicero and his work. As it stands, it is an example of what might be called naturalism in biography. We have tried naturalism in the novel and on the stage, however, and have come to the conclusion that not all things which are equally true are equally necessary to truth.

In one way, nevertheless, the student and teacher of Cicero may turn to good account this weakness, which is after all the defect of a quality. Dr. Sihler's abundance of material and his annalistic method make it possible to determine quickly and easily the where-

abouts and activities of Cicero and his associates during any given year. The work may thus serve as a supplement or complement to the ordinary biography, or may be used as an extended commentary on Cicero's works.

UNIVERSITY OF WISCONSIN.

GRANT SHOWERMAN.

### ANOTHER 'NEW' THING THAT IS OLD

We speak of the farmer's silo as 'new' only because its widespread adoption in this country is a matter of very recent history. In principle it is one of the most ancient of agricultural developments.

The Greeks had two words for silo, namely *σείρος* and *σῦρος*, meaning a "pit or cavern in the ground or in the rock used for the storage of corn". When Athens was the proud center of civilization, Greek tillers of the soil preserved their grain and green feed in underground pits. In the days of Julius Caesar, too, this practice was even more common among the Roman farmers, from whom it descended to the peoples of northern Europe.

Thus for centuries dwellers in lands of uncertain weather and low temperatures have overcome the lack of time for 'curing' their green fodder. A very few at the most, however, realize that they are only following in the footsteps of the ancient Greeks and Romans.

FRIENDS' SCHOOL,  
Wilmington, Delaware.

F. P. JOHNSON.

### CLASSICAL MEETING AT HARRISBURG

The sixty-fifth meeting of the Pennsylvania State Educational Association was held at Harrisburg, in the closing days of December last. On Tuesday, December 29, there was a meeting of the Section of Classical Languages, at which Miss M. K. McNiff, of the Central High School, Harrisburg, and a Vice-President of The Classical Association of the Atlantic States, presided, and Miss M. Fulton, of the Girls' High School of Reading, acted as Secretary. The programme was as follows: The Teacher of the Classics and Modern Educational Tendencies, Miss N. Anna Petty, Allegheny High School, Pittsburgh; A Protest and a Program, Professor M. G. Filler, Dickinson College; Greek in the High School Curriculum, Dr. Bessie R. Burchett, High School for Girls, Philadelphia; How Caesar's Battlefields in France look to-day, Professor Walter Dennison; What's the Use of Latin? Miss Sabin's Cards as Developed in Harrisburg by Miss McNiff's Pupils, Miss M. K. McNiff. The attendance was excellent; at nine o'clock 60 were present, at noon 300. The Harrisburg Telegraph for the evening of December 29 declared that "The best attended meeting <of the day> was that on classical languages".

For 1915 the Section elected officers as follows: Chairman, Professor M. G. Filler; Secretary, Miss N. Anna Petty.